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1904-05

New Mexico Normal University

BULLETIN

Series I. No. 1.

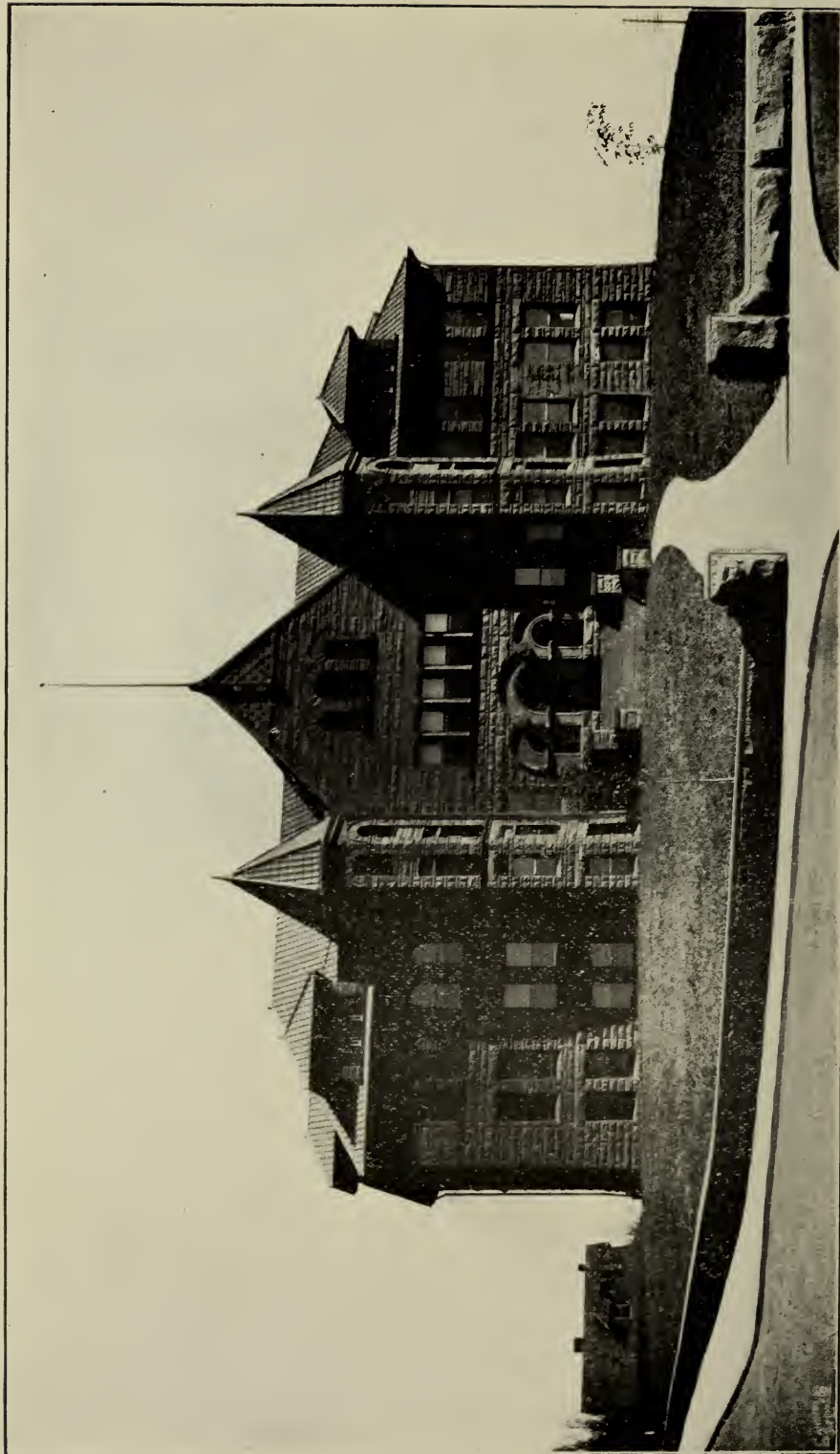
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1905-1906
LAS VEGAS

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MAIN BUILDING OF THE NORMAL UNIVERSITY.

NEW MEXICO NORMAL UNIVERSITY

BULLETIN

Series I, No. 1.

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EIGHTH ANNUAL CATALOGUE

LAS VEGAS, NEW MEXICO

1905-1906

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WILLIAM R. TIPTON.....	Las Vegas
<i>Term expires February 22, 1908.</i>	
ALFRED B. SMITH.....	Las Vegas.
<i>Term expires February 22, 1909.</i>	

CALENDAR FOR 1905--06.

First Semester.

Tuesday, September 12.—Registration in Normal, Academic and Junior Departments, beginning at 8:30 a. m.

Thursday, September 14.—Recitations begin in Normal, Academic and Junior Departments.

Registration in Training School, beginning at 8:30.

Friday, November 3.—First Quarter ends.

November 23—24—Thanksgiving Vacation.

Friday, December 22.—Last Day before Holiday Vacation.

Tuesday, January 2.—Session resumes.

Friday, January 19.—Second Quarter ends.

Second Semester.

Monday, January 22.—Registration in the Normal, Academic and Junior Departments, beginning at 8:30 a. m.

Tuesday, January 23.—Registration in Training School, beginning at 8:30 a. m.

Thursday, February 22.—Washington's Birthday.

Friday, March 28.—Third Quarter ends.

Monday, April 8 to Friday, April 13.—Spring Vacation.

Friday, May 25.—Annual Entertainment and Exhibit in Training School.

Tuesday, May 29.—Final inspection recitations of teachers in practice, and finals in Training School.

Wednesday, May 30.—Memorial Day.

Friday, June 1.—Fourth Quarter ends.

Monday, June 18 to Friday, August 10.—Summer Session of 1906.

FACULTY.

EDMUND J. VERT, Ph. D., Pd. D., President.

Pedagogy.

ALBERT S. OTTO, M. S.,

Mathematics, Physics and Chemistry.

MARETH FURRO,

Director Department of Music, Physical Culture.

ELEANOR A. THOMAS, Pd. B.,

Psychology, U. S. History and Professional Reviews.

HELEN G. CARRICK,

English and Public Speaking.

MARY HUGUNIN,

B Junior Department and Methods.

ELIZABETH MCCRICKETT,

Kindergarten and Critic in Primary Grades.

CARL O. SUNDSTROM, A, B.,

Latin, Spanish and Ancient History.

BENJAMIN H. OOT,

Biology, Arithmetic and Manual Training.

JENNIE M. HOUSLEY,

Supervisor Training School and Methods.

HARVEY L. LOOMIS,

Stenography, Typewriting and Book-keeping.

MARGARET HEINE,

Piano, Violin and Guitar.

GENERAL STATEMENT.

Location.—Las Vegas is situated in the valley of the Gallinas river, six miles southeast of Las Vegas Hot Springs, where the river, after cutting through a series of ranges of foothills of the Rockies, issues from its canyon into the Las Vegas valley. On the west, less than two miles from the city, is the Creston range, and to the east stretch areas of mesa lands, cut here and there by rocky canyons. The city is spread out on either side of the Gallinas, and has a population of about 9,000 people. An electric car line connects the two parts of the town, and a branch line extends northward to the Las Vegas Hot Springs, and from that point westward up the canyon of the Gallinas for a distance of three miles. The beautiful Scenic Road, built by the Territory, begins on the north side of the canyon only a short distance from the Trout Springs, and winds out and in along the mountain sides for a distance of six miles until it descends again into the valley of the Gallinas at Trout Springs. The road is constructed for both saddle horse and carriage, and at no point is the grade more than four per cent, thus enabling the pleasure seeker to drive at a rapid rate along the mountain slope with beautiful scenery above and below. Through the mountains at the west, and over the mesas at the east and south are scores of beautiful roads, leading into deep, mountain-hemmed valleys and gorges, inviting the pleasure seeker in saddle and carriage.

The city is supplied with water from mountain springs in the canyon of the Gallinas, and is lighted with a modern system of electric lights. It is on the main line of the Santa Fe system of railway between Chicago and Los Angeles, has three fast passenger trains each way daily, is the wholesale distributing point for all the northern part of the Territory, and has a long distance telephone connection with cities in all directions.

The grounds of the Normal University comprise about four acres of an eminence in the central part of the city, and are easy of access from all directions. Normal Hall, the only building erected up to the present, is a large four story, brown stone structure of the Romanesque style of architecture, and commands a view of the western portion of the city, the valley of the Gallinas and the mountains beyond, conspicuous among which is the bald crown of Hermit's Peak, a mountain 12,000 feet high.

Historical Sketch.—The Normal University was created by an act of the Territorial Legislature in 1893, as the "New Mexico Normal School at Las Vegas." The erection of Normal Hall was begun in 1897, and was ready for occupancy the next year. On October 3d, 1898, class work, under the direction of President Edgar L. Hewitt

NEW MEXICO NORMAL UNIVERSITY.

and a faculty of four members, began with an enrollment of 93 students. In 1899 the Legislature passed an act changing the name to "The New Mexico Normal University."

Educational Position.

The Normal University is supported wholly by Territorial funds, except the small amount collected from a nominal tuition fee in certain departments. Its sphere is well defined, and within that sphere its work is limited only by the geographical boundary of the Territory.

1. Academic or Public School Education.—The foundation of all professional work in education is a thorough and systematic course in the elementary (grades) and secondary (high school) branches. Too often such a course is regarded as a filling process through the operation of which the child shall carry in future life a certain body of chaotic facts to be drawn upon at will. All "short cut" notions of education are based on this view. Instead of being such a process, education is essentially a growth in organized knowledge brought about by conscious effort to attain a specific end, and results in power, mental and physical, to do things. Such a process requires time, and its outward evidence is always related knowledge and mental discipline.

If an institution for the training of teachers is to have a good foundation for its professional work, it must of necessity throw great emphasis on the breadth and thoroughness of its academic instruction. But in this Territory, on account of the lack of proper educational opportunities in many local schools, there is a demand for a complete course from the first grade in public school work, through four years of a High School course. Such a department, separate and distinct from the Normal department, has been organized, the divisions of which are known as follows:

(1) The B Junior Department, comprising grades from the first to the seventh inclusive; (2) The A Junior Department, comprising the eighth grade of public school work and serving to prepare for the Academic course; and (3) The Academic Department, doing the four years of work that is done in the best high and preparatory schools.

Professional Education.—The peculiar province of the Normal University, however, is to train teachers for the public schools of New Mexico. It aims to meet the needs of two classes of teachers, namely, those preparing for a county certificate, and those wishing a full course of professional instruction and training. The course which are laid out in the following pages have been designed to meet the academic and professional needs of these classes of persons.



SECTIONS OF HALL, MUSEUM

THREE-YEAR NORMAL COURSE.

First Year.

First Semester.

Arithmetic
Grammar and Composition
Elementary Physics.
Geography.
Literature and Reading

Second Semester.

Arithmetic
Grammar and Composition
Elementary Physics
Physiology
Literature and Reading
Geography

Second Year.

First Semester.

Psychology
General Biology
Advanced English Grammar
Elementary Algebra

Second Semester.

Psychology
Botany or Zoology
Advanced English Grammar
Elementary Algebra

Third Year.

First Semester.

Pedagogy
United States History or English History
Geology or Physical Geography
Method in Reading $\frac{1}{2}$
Method in Elementary Arithmetic $\frac{1}{2}$
Observation and Teaching in Training School

Second Semester.

Civics
General Method or Ethics
Physical Geography or Astronomy
Method in Language and Story $\frac{1}{2}$
Method in Grammar $\frac{1}{2}$
Observation and Teaching in Training School

Word-study occupies two thirty-minute periods a week throughout the course. All other recitation periods are forty minutes in length and occur five times a week. In the third year of the course the minimum time given to teaching in the Training School is one class a day.

Purpose and Scope.—This course includes somewhat more than is required for a First Grade certificate. It is designed to meet the needs of persons intending to teach who wish a good foundation in the academic branches and in the theory and art of teaching before entering on their work. Students completing this course will be given credit in all creditable branches in either the Academic or Advanced Normal Course. The course can be shortened by attending the Summer Session or by taking work in the Home-Study Department. The completion of this course entitles the student to a three-year Normal Diploma.

Condition of Entering.—Only pupils who give satisfactory evidence of being able to complete the first year's work in the allotted time, will be admitted to this course. It is generally necessary to show fitness by oral or written tests.

The Course in Detail.

Arithmetic.—A thorough knowledge of the Properties of Numbers, Common and Decimal Fractions, Compound Denominate Numbers and Measurements is indispensable in undertaking this course. The subjects comprised in the year's work are: Percentage and its Applications, Ratio, Proportion, Involution, Evolution, Mensuration, and the Metric System. At every step clear definition, proper arrangement of work, full explanation and exhaustive analysis are required.

The aim is to treat the whole subject in such a way as to make the student conscious of the mastery of all ordinary arithmetical conditions.

Grammar.—The work in this branch presupposes a general knowledge of the subject. The aim is to make it a means of discipline in that sharp discrimination of mental operations necessary in all critical study of language, and of other branches involving abstract thought. To accomplish this, the subject-matter of Grammar is developed from the language without the use of a textbook. The student constructs his definition and principles under the direction of the teacher, and is never allowed to commit to memory subject-matter that he does not understand, and cannot illustrate in sentences. The course consists of a general view of the English sentence and a thorough study of the parts of speech as a preparation for a more careful study of other branches of English and of foreign language. The recitation in this branch occurs four times a week.

Composition.—This subject occurs once a week. The course is designed to familiarize the student with the forms of English composition and to train him to facility in expressing his thoughts in writing. The subject-matter of the other branches is used for this purpose.

Geography.—The subjects treated are: Mathematical Geography, United States and her Possessions, New Mexico, and Commercial Geography. The ordinary course in the public schools is a prerequisite.

Elementary Physics.—This course consists of an elementary survey of the whole subject and is designed to meet the needs of those preparing for a First Grade certificate, and as a preparation for the more thorough study of the same branch in the Advanced course.

Literature and Reading.—A grasp of the thought-emotion element in literature naturally precedes any attempt at oral expression. On account of the failure to recognize this fact, pupils are often required to go through the form of reading before they really have anything to read, that is, before they have a thought from the author which is grasped with such fullness and vividness that a real desire is aroused to express it. It is one of the aims in this course to train the pupil in the method of attacking a selection in order to get its substance and to give him drill in pleasant and effective oral reading. The requirements of this course are rigid, and the pupil who completes it must apply himself more closely than is commonly done in this branch.

Observation and Teaching.—The minimum requirement in this work is forty minutes a day throughout the year. It consists of systematic observation and reports of class work in the Training School under the direction of the Supervisor of that department, and of teaching one class a day.

Word-Study.—This title covers (a) spelling, (b) use of dictionary, (c) phonics, (d) orthography, (e) articulation, and (f) word-analysis. The course in spelling covers instruction in the way to attack difficult words and the mastery of the Descriptive Speller. Students are given systematic training in using all helps in the dictionary. A complete course is offered in the elementary sounds of our language, and in ways of correcting errors in giving them. The course in articulation is an integral part of the course in phonics, and aims to give facility in giving the phonic elements as they occur in words. The course in word-analysis introduces the student to a knowledge of the composite nature of English words. A few of the principal roots, prefixes and suffices are studied exhaustively as a basis for further independent work.

Notes.—The details of the other branches of this course are given under the Academic and Advanced Normal courses.

ADVANCED NORMAL COURSE.

First Year.

First Semester.

Plain Geometry
Composition and Rhetoric
Ancient History
Geology or Physical Geography

Second Semester.

Plane Geometry
Rhetoric $\frac{1}{2}$
American Literature $\frac{1}{2}$
Ancient History $\frac{1}{2}$
Mediaeval History $\frac{1}{2}$
Physical Geography or Astronomy

Second Year.

First Semester.

Advanced Algebra, Physics or
Chemistry
English Literature
Psychology
United States History or En-
glish History

Second Semester.

Solid Geometry, Physics or
Chemistry
English Literature $\frac{1}{2}$
Shakespeare $\frac{1}{2}$
Psychology
Civics

Third Year.

First Semester.

N. Arithmetic
Pedagogy
Music
Drawing
N. Geography

Second Semester.

N. Arithmetic
General Method or Ethics
Music
Drawing and Method in Draw-
ing
N. Grammar

Fourth Year.

First Semester.

Method in Reading $\frac{1}{2}$
Method in Elementary Arithme-
tic $\frac{1}{2}$
Method in Nature Study $\frac{1}{2}$
Method in Geography $\frac{1}{2}$
Method in Writing and Spelling
- $\frac{1}{2}$
Method in History $\frac{1}{2}$
Kindergarten Theory
Observation in Training School

Second Semester.

Method in Language and Story
 $\frac{1}{2}$
Method in Grammar $\frac{1}{2}$
Teaching in Training School

Purpose and Scope.—This course is designed to meet the needs of those teachers who wish a full line of academic and professional instruction and training as a preparation to teach in the best graded schools. Those who have completed the Three-Year Normal Course can complete this course in two years.

Condition of Entering.—For those who have not taken the Three-Year Normal Course the following are required: Elementary Algebra, Advanced English Grammar, General Biology and Botany or Zoology.

Diploma.—A diploma from this course entitles the holder to a Territorial Certificate.

The Course in Detail.

Psychology —A study and discussion of the following subjects: The psychological basis of mental life, the psychology of the senses, perception, association, memory, attention, apperception, thought, instinct, imagination, habit and will. The work is based on introspection and experiment, and is designed to give a working knowledge of psychology, and to cultivate a psychological habit and interest. In addition to the regular text, collateral reading and weekly themes are required.

An elementary view is taken of Child-Study, including the following: Physical growth and development of the child, play, curiosity, imagination, superstition and other instincts, development of intellect, fatigue, etc.

The primary purpose of the course in this branch is to learn the condition, processes and laws of mental development, and to understand the motives and forces that give rise to human activity and conduct. In this way a foundation knowledge for dealing with human nature in its many aspects and relations is laid, and the basic ideas for an intelligent attack upon the problems of teaching are introduced. The outcome of the study may be summarized as follows: (1) the evolution of an idea, (2) development through apperceptual self-activity from lower to higher forms of thought, sentiment and action, (3) general stages of development of the individual and the race.

Physiology is a pre-requisite of psychology, and psychology is a pre-requisite of pedagogy.

Pedagogy.—This work introduces the student to the fundamental nature of the school, its aim as determined by the nature of human life, its elements, and their general nature and relation to each other in the school organization. The more elementary laws of the psychol-

ogy of the teaching process are examined. The relation of the nature of the child, the subject-matter of instruction and the function of the teacher to the school is unfolded. From this the function of the teacher is elaborated. On the thought developed thus far is based the discussion of the science and art of the recitation and the leading principles of school management.

Under the subtopic of school management the following subjects are discussed:

1. School Organization.

- (a) Nature, scope, scheme, how determined.
- (b) Parties concerned—taxpayers, parents, the child; conflicting interests and demands to be co-ordinated and harmonized; Board of Education; teachers.
- (c) Classification.
- (d) Grading.
- (e) Program.

2. School Management.—Determined by demands of the child's development.

- (a) Growing out of the laws of physical nature as discovered in physiology and applied in hygiene and sanitation.
- (b) Growing out of the laws of mental nature as found in psychology, and as applied in pedagogy.
- (c) Growing out of the laws of spiritual nature as formulated and applied in ethics.

3. School Hygiene.—Shaping the school conformably to the laws of the child's physical nature.

- (a) School environment, grounds, building; construction, arrangement, care.
- (b) Ventilation, necessity based on physical needs; elements of the problem, devices, appliances and schemes.
- (c) Lighting, defects of vision; school room causes; proper lighting, amount, distribution, and arrangement of light area; control of light.
- (d) Seating, evils of prevailing methods; elements constituting proper seating; habits and posture of pupils at the desks.
- (e) Fatigue, nature, waste of effort under fatigue conditions; conditions producing fatigue; school program in relation to fatigue and rest.
- (f) Infectious and contagious diseases.

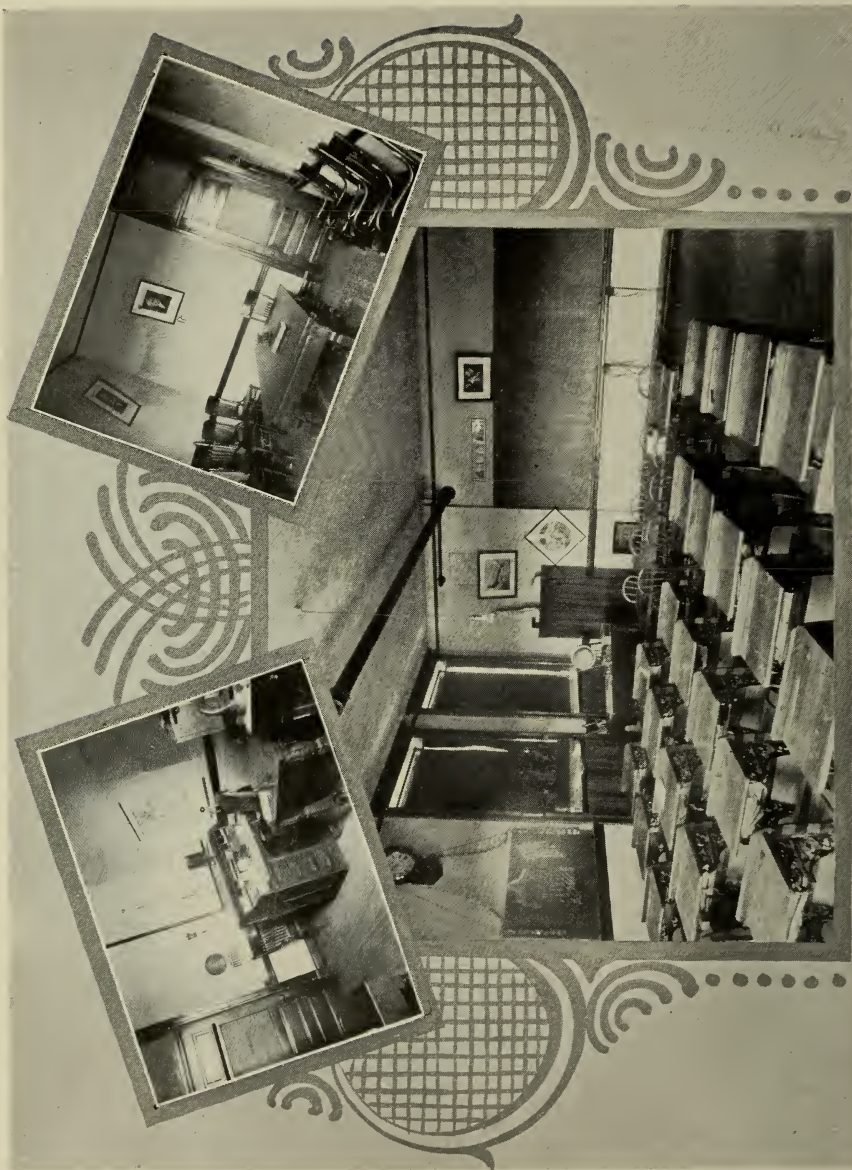
4. Course of study.—Shaping the school to the law of the child's mental nature.

- (a) As determined by social organization.

RECEPTION ROOM.

ROOM IN TRAINING SCHOOL.

PRESIDENT'S OFFICE



- (b) As determined by the laws of mental development; evolution of the course; correlation of studies; order of studies; order of developing interests; culture epochs; educational values.
 - (c) The daily program.—Distribution of study and recitation periods.
5. The recitation.—
- (a) Its place as an educational means.
 - (b) Object of the recitation.
 - (c) Fundamental principles of the recitation.
 - (d) Methods of conducting the recitation.
 - (e) The art of questioning.
 - (f) Assignment of lessons.
 - (g) Special preparation by the teacher.
 - (h) Preparation by the pupil.
 - (i) Language of the recitation.
 - (j) Note-taking.
 - (k) Board work.
6. The art of study.—The study-recitation, the study-lesson, the recitation lesson.
7. Morals and manners—Moral worth of school studies; school incentives; teacher's relation to local amusements.
8. School Government.—Elements of governing power; conditions of easy control; mechanical devices; punishments, ends, nature, and conditions.

General Method.—The aim is to give a broad and well-founded knowledge of the learning process on one hand, and of the teaching process on the other. It thus forms the basis of all work in special method and is its necessary forerunner.

Special attention is given to the following:

(1.) The various notions and aims of education, as derived from the conceived aim of life and formulated by social science and ethics—Hedonism or feeling; intellectualism or knowing; morality or willing. (2) The aim of instruction, a permanent and many-sided interest in what is valuable for self-expression. (3) The principle of self-activity or self-expression—the principle of interest in soul growth. (4) Educational values and the course of the elementary school. (5) An investigation of the principle of apperception and its application to school-room instruction. (6) A study of interest and its educational value. (7) An investigation and discussion of the various theories of concentration. (8) The "culture epoch" theory in its relation to interest and concentration. (9) A critical study of the inductive-deductive process of teaching. (10) Questioning as a means of awakening and directing mental activity. (11) The value and necessity of observing the "doing" side in all education.

Normal Arithmetic.—This is not a review of the subject, but a study of the distinctly professional side, the aim being to give a clear and accurate view of the science of Arithmetic. Definitions and principles are reviewed to insure clearness and pedagogal value of form of statement, and the reasoning processes of the science of the subject as well as the reasoning processes of the art are mastered. Unusual stress is laid on this subject in view of the conviction that to shorten the course in Arithmetic in the public schools and at the same time to teach it well require an accurate and comprehensive knowledge of the branch.

Normal Geography.—The instruction in this subject pre-supposes such a knowledge of Geography as is obtained in the grades in the best city schools. The aim is to make a special study of the chief causal relation as a basis for method in this branch.

Normal Grammar.—Under this head those sub-topics in English grammar which pupils find most difficult are reviewed and a knowledge of them deepened, and an attempt is made to bring out the professional aspect of the whole subject.

Vocal Music.—This course includes exercises for the correct focusing of the singing voice, for the establishing of the ideal voice of each student and for developing tone perception, to the end that the student may be able to follow with ease and accuracy the true mental tone line. The student is aided in developing a singing voice characterized by freedom, beauty, power, and effectiveness, particular attention being given to the quality of tones, their brilliancy, smoothness, fullness, sympathy, and consistency, and dealing with them throughout as metal objects. Students are trained to analyze and interpret at sight simple musical selections, and are introduced to a study of the art principles underlying vocal music. The instruction here given constitutes the foundation for the course in voice culture.

Drawing.—This study is designed especially for teachers, and has two distinct objects in view. (1) To develop an appreciation of and skill in artistic representation, and (2) Method in teaching, drawing. It is believed that no course in drawing for teachers serves its purpose, if it does not give the student ability to do practical illustrative work such as is necessary in giving lessons in geography, history, nature-study and literature. The course includes the study of flowers, fruits, vegetables, trees, and the principles of perspective in cylindric and rectangular objects; groups of objects, light and shade, working drawings, pattern, constructive designs; use of brush and ink, and brush and color, and out-door and black-board sketching.

Methods.—The aim in all method is to give the student a

NEW MEXICO NORMAL UNIVERSITY.

basic notion of the psychological process involved in the learning of any particular piece of subject-matter, and the way of developing that process. Method, therefore, requires three distinct lines of work:

1. A critical examination of the subject-matter.
2. A consideration of the order of presenting the subject-matter.
3. The devices employed in presentation—incidentally the literature of the subject may be considered.

This department includes method in the following branches: (1) Number, (2) Arithmetic, (3) Reading, (4) Nature-Study, (5) Music, (6) Drawing and Form, (7) Language and Story, (8) Grammar, (9) Writing, (10) Spelling, (11) Geography, (12) History. To the study of method in these branches a total of one hundred weeks is given.

Kindergarten Theory.—A general view of the kindergarten system from both the psychological and the practical point of view, with a study of child life and the basic principles which make the kindergarten system possible. The course includes the following:

1. The observation of children in the kindergarten, and the consideration of the needs and characteristics of children of kindergarten age.
2. A study of the kindergarten gifts and occupations with their educative possibilities—other play material.
3. The adaptation of stories, music, games, and physical exercises of various kinds to the needs of children of kindergarten age.
4. A study of the adaption of nature-study to kindergarten children.
5. The origin and progress of the kindergarten movement.

Practice Teaching.—The training school consists of the kindergarten and several grades of twelve pupils each, occupying separate school rooms, each room being in charge of a critic teacher. The course of study in this department consists of the branches taught in the best city schools, including kindergarten work, weaving, clay modelling, paper folding and cutting, basketry, brush-work, drawing, music, physical culture, and nature-study. All these branches are under the direction of the supervisor of the Training School, the supervisors of special branches, and the critic teachers. The program is planned each semester with special reference to furnishing students an opportunity to observe classes in charge of experienced teachers.

During the last half-year students are required to spend a full day in charge of a room, thus testing not only their ability to teach, but also their skill in interesting and managing pupils. The lesson-plan in each branch is submitted to the critic in charge before the lesson is given, and after it has been criticised and corrected, the

lesson is given. A weekly meeting of the practice teachers and the critic teachers is conducted by the supervisor of the Training School. At this meeting the chief points in the work of the week are reviewed in relation to the purposes and principles of teaching, and the application of theory to special points in practice is made the subject of careful exposition and discussion. Private consultations between pupils and critic teachers occur at frequent intervals.

A full record is kept of the work done by the student-teacher, and is made the basis of determining the question of graduation and of future recommendation as to employment. This record covers the following: (a) Power to secure full co-operation of pupils, and to stimulate their ideals, (b) Social culture and personal appearance, (c) Presence, (d) Scholarship, (e) Language, (f) System and skill in teaching and managing a school room, (g) Professional spirit, and (h) Growth in personal power and insight into pedagogical principles and practice.

Observation in Training School—This line of work occupies forty minutes a day for one semester. It consists of systematic observation of instruction in the Training School and criticism on the same, and is under the charge of the supervisor of the department.

Note.—The details of the other branches in this course are outlined under the Academic Course.

ACADEMIC COURSES.

First Year.

Required.		Elective.
1st Sem.	{ Elementary Algebra Advanced English Grammar	Latin Lessons General Biology
2d Sem.	{ Elementary Algebra Advanced English Grammar $\frac{1}{2}$ Composition $\frac{1}{2}$	Latin Lessons Botany Zoology Physiology

Second Year.

Required.		Elective.
1st Sem	{ Plane Geometry Composition and Rhetoric	Caesar Ancient History Geology Physical Geography
2d Sem.	{ Plane Geometry Rhetoric $\frac{1}{2}$ American Literature $\frac{1}{2}$	Caesar Ancient History $\frac{1}{2}$ Mediaeval History $\frac{1}{2}$ Physical Geography Astronomy

Third Year.

Required.		Elective.
1st Sem	{ Advanced Algebra, Latin or Spanish English Literature	Cicero Spanish Psychology
2d Sem.	{ Solid Geometry, Latin, or Spanish English Literature $\frac{1}{2}$ Shakespeare $\frac{1}{2}$	Cicero Spanish Psychology

Fourth Year.

Required.		Elective.
1st Sem.	{ Physics, Chemistry, Latin or Spanish United States History or English History	Virgil Spanish Vocal Music
2d Sem	{ Physics, Chemistry, Latin or Spanish Civics	Virgil Spanish Vocal Music

Purpose and Scope of the Course.—This course is designed to meet the needs of the following classes of students:

1. Those who wish to take the Advanced Normal Course, for which the first three years of this course is a prerequisite.
2. Those who wish to prepare for a college or university, or who wish to enter a technical school.
3. Those who wish to take a thorough and systematic secondary course for general purposes.

The course is the full equivalent of the courses offered by the best preparatory schools in the east. In respect to both the branches pursued and the quality of work done, it prepares fully for the regular courses in any college or university. To complete it in the regular time requires that the student take four studies each semester, and attain a creditable standing (75) in each quarter's work, good work one quarter not being considered an offset for poor work in another.

Condition of Entering.—Students who have completed the A Junior Course are admitted to this course without further test of proficiency; others may enter on showing by oral and written tests satisfactory preparation in the branches of the A Junior Course. Admission to advanced standing is granted on passing satisfactory tests in the prerequisite work.

Characteristics of the Course.—It will be observed that the course is divided into Required and Elective branches. The required branches are those regarded as the core of every course offered in any first class preparatory school. The elective branches are those which give name to the courses in preparatory schools, as English-Scientific, Latin, German, German-Scientific, etc. To the required branches the student adds throughout the course two electives of his own choice. In this way it will be observed that a half-dozen courses might be constructed from the schedule given above. In the case of students preparing for a university or technical school it is suggested that early in the course they ascertain what branches are required as prerequisites of that course, and choose electives which meet their needs.

Units and Electives.—1. A unit consists of five recitations a week in a branch for one semester.

2. Thirty-two units, exclusive of Public Speaking and Word-Study, are required for graduation.

3. To constitute it a credit, an elective branch must be pursued for a sufficient time to get an appreciable amount of its educational value. Latin may not be pursued less than two years; Spanish, two years; Biology, one year; Ancient and Mediaeval History, one year; Chemistry, one year; Physics, one year.

4. Two recitation periods in Manual Training will be considered equal to one in a prepared branch.

5. A student may not receive more than two credits out of the thirty-two credits for graduation, for work done in Manual Training.

Public Speaking and Word-Study.—All students are required to take public speaking, the amount being assigned at the beginning of the year, and being as nearly uniform as may be for all students.

Word-Study occupies a thirty-minute period twice a week throughout the course, and is required of all students. The passing standing in this study is 80.

Chorus Work.—This work occupies a thirty-minute period once a week, and is required of all students.

The Course in Detail.

Algebra.—It is expected that all students preparing for a university or technical school will take the advanced course. From the beginning this branch is studied from the professional point of view, great emphasis being laid on clear definition of terms, and full explanation of processes. At no point in the course is mere numerical result accepted.

1. The first semester includes a careful study of the following:

(1) Fundamental operations, (2) Factors, (3) Lowest Common Multiple, (4) Highest Common Factor, and (5) Fractions. Much stress is laid on a clear conception of the thought, and on accuracy and rapidity of operation.

2. During the second semester the following are studied:

(1) Theory of the Equation, (2) Principles and Methods of Elimination, and (3) Equation involving one and two Unknown Quantities. The mere solution of problems is not sufficient; but a full statement of the reasoning processes is required at every step.

3. The course in Advanced Algebra comprises the following:

(1) Review of Square and Cube Root, (2) Calculus of Radicals, (3) Imaginary Quantities, (4) Ratio and proportion, (5) Quadratic Equation, (6) Affected Quadratics, (7) Arithmetical Progression, (8) Geometrical Progression, and (9) Permutations and combinations.

Throughout this work generalizations are reached by the study of individual cases and emphasis is thrown on reasoning rather than on mere computation. To understand the principles underlying the process is much more valuable than to know merely the process.

The course outlined above presupposes the knowledge and men-

tal discipline acquired by a complete and systematic course in Arithmetic pursued in the grammar school, in which the pupil has been trained to a clear conception of terms and conditions, and has been made conscious of the mastery of the reasoning processes. With this preparation, the pupil may hope to do creditable work; without it, he may not.

Plane Geometry.—Plane Geometry is offered for one year and Solid Geometry for one semester. It is expected that all students preparing for a college or technical school will take the latter. The method used in this branch is almost exclusively inductive. The text-book used the first semester contains only the statements of the propositions, with a few suggestions as to method of attack. All definitions involved are carefully developed by the teacher, and in assigning a proposition the way is opened up by the teacher in the class, beyond this point the student must reason out the demonstration. The absorbing or memorizing of ready-made demonstrations is not permitted. After the first semester an ordinary text-book is used, but the emphasis is thrown on propositions which require original demonstration.

The method of teaching geometry by memorizing demonstrations, which prevails in many schools, is not only prohibited in this institution, but our whole method of procedure is such as to make it impossible for the student to gain any credit whatever from such a way of attempting to learn the subject. A student who has completed a course in Geometry by memorizing demonstrations prepared by another cannot be said to have mastered Geometry. To get anything of the educational value of Geometry the student must come to the study with a discipline of mind resulting from not less than three years of the study of arithmetic according to a rational method, and one year of the study of Algebra, in which he has seen the principles of Arithmetic made universal, and from the study of which he has gained much real power to reason. Geometry is essentially a disciplinary study, and the measure of benefit derived from it depends on the extent to which the student can use geometric data in reasoning independently.

Advanced English Grammar.—The first three Quarters of the first year is devoted to a systematic course in advanced English Grammar, as a foundation for the work in other languages, in composition and rhetoric, and in the study of literature which follows.

The aim in this work is as follows:

1. To give the student the essential facts of the subject.
2. To enable him to express his thoughts regarding these facts in a simple and accurate manner.

3. To show him that sub-topics may be presented in such an order that but one difficulty will be met at a time, and that this when mastered will prepare the way for the mastery of other difficulties; to show also that a logical order renders it possible to make discriminations which would otherwise have to be omitted, and that the power to make fine distinctions is chief among the benefits to be derived from a study of the subject.

4. To enable him to apply in a practical way the principle that because of the analytic nature of our language the content element takes precedence over the form element in the study of its grammar.

The sentence is made the basis of study. Since an analytic knowledge of the sentence as a whole, however, can be gained only by a knowledge of its elements in their simplest form, the parts of speech are taken up first, and the study of these is followed by the study of the analysis of the sentence and of English syntax.

The passing of a satisfactory test in Expressive Reading such as is required at the close of the A Junior course is a pre-requisite to entering upon any of the courses in English. This test falls into two divisions; namely, (1) Ability to read silently a piece of prose or poetry and to express the thought conveyed in the same, (2) ability to read orally a piece of prose or poetry with the view to giving an adequate expression of the thought-emotion.

Composition.—The aim of the work in this branch is to give the student a knowledge of practical expression of thought in written form. It falls into three general divisions; namely, first, a knowledge of punctuation, paragraphing, clearness and correctness of written language; secondly, a study of the function of the word, the phrase and the clause in regular and idiomatic constructions; and, thirdly, an introduction to the method underlying narration, description, exposition and persuasion.

An important division of the work here outlined is a course in letter and note writing.

Rhetoric.—The difference between this course and that offered under Composition is chiefly one of degree. Most of the topics there studied are here taken up in a more advanced way.

Theme-writing continues to be an important division of the subject.

American Literature.—A half-year is given to the study of the masterpieces of the leading American authors in their historical relation.

English Literature.—The aim in this and the preceding course

is to cultivate in the student a taste for good literature, and an appreciation of it by reading and studying its best productions, rather than studying about literature and authors. Only by this method can the student be said to have a true knowledge of a literary production. The history of literature and the biography of authors is pursued only in so far as it will aid the student in accomplishing this purpose.

The course consists of a consecutive study of one or two masterpieces of each prominent author from Chaucer to Tennyson with the view to gaining something of an appreciation of the production in itself and also a knowledge of its relation and place in English literature. This course is supplemented by a prescribed amount of Literary Reading.

Ancient History.—This division of history begins with a brief view of the Ancient Monarchies and is followed by a careful study of Greek and Roman History.

Medieval History.—The aim in this subject is to make an intelligent connection between the fall of the Roman Empire and the beginning of Modern History.

English History.—This study is offered as an elective for one semester. The aim is to give the student such a knowledge of English institutions as to enable him to trace them intelligently in the history of our own country.

History of the United States—The work here done presupposes a general knowledge of the subject. The aim is not so much to give a knowledge of the details of history, as it is to study a few typical events to bring into bold relief the growth and development of American institutions.

Throughout the study of history an attempt is made to make the work practical by encouraging original thought in making comparisons and formulating opinions concerning real and possible problems. History is viewed as the all-round development of our national life. Therefore an attempt is made to give an understanding not only of political evolution but also of industrial, educational, religious and social development. The unity of the historical sequence is kept in view by tracing the results of those institutions and events whose influence have persisted through a considerable period of time. In doing this, various authors, and original documents are studied.

Civics.—The aim in this study may be summarized as follows:

1. To gain an accurate and comprehensive view of the origin and growth of the government of the United States, and to comprehend the relation of each political unit to other units, such as the re-

lation of the city or county to the state, and of the state to the United States.

2. To gain an idea of our constitution as an outgrowth of English institutions as developed by the life of the people, and as construed by Congress, by the Executive and by the courts.

3. To lead the pupil to an understanding of his rights under the government, and his duties as related to those rights; to cultivate in him a desire to perform those duties.

Latin.—The course in this branch is designed to meet the needs of two classes of persons, (a) Teachers who wish to prepare to teach Latin in the High School, and (b) Students preparing for college. The study is a thorough test of the student's knowledge of English and of his power of application. To make satisfactory progress it is necessary that the student should have a good foundation knowledge of English grammar, and especially of the parts of speech. In this department the aim is three-fold: (1) To give mental discipline, (2) To give a broader knowledge of history through Latin, and (3) To develop a taste for classic literature.

1. *Latin Lessons.*—The work of the first year is chiefly disciplinary. The aim is to give the student a knowledge of Latin forms. The close relation of English to Latin is traced by means of derivatives. Stress is laid on pronunciation and Latin idioms, and in all translations from Latin into English the quality of the English is emphasized.

2. *Caesar's Gallic Wars.*—This text is made the foundation of study for the second year. The aim is to apply the knowledge of the previous year and to develop an interest in the subject-matter read from both the historical and literary points of view. In rendering from the Latin, strenuous effort is made to avoid the unspeakable "translation" English. Four books of the wars is the minimum requirement for this year; with strong classes five and six books are read. Throughout the year Latin composition, based upon the Gallic Wars, occurs once a week.

3. *Cicero.*—Five orations of Cicero is the minimum requirement of this year. Frequently two more orations are read. Latin composition based upon the orations occurs once a week throughout the year.

4. *Virgil.*—Six books of the Aeneid is the minimum requirement of this year. Throughout the study of this author great emphasis is thrown on the literature of the language.

Spanish.—Two years, the Junior and Senior, are devoted to the study of this language. The aim is to give the student a knowledge

of the structure of the language and such facility in its use as to carry on ordinary conversation. This end cannot be accomplished with immature students. The course here given presupposes (1) A good knowledge of English grammar, (2) Such a knowledge of English literature and of English composition as is given in the first two years of the Academic Course, and (3) One year's work in English masterpieces. From the beginning, emphasis is laid on a familiarity with the language as it is spoken. The student is introduced to a study of the best literature of the language by the study of three or more of its leading literary productions.

General Biology and Botany.—The aim of work in general biology is not so much to give specific knowledge as to make the student familiar with the method and general idea of science. This is accomplished by introducing beginners to the study of concrete types of plant and animal life. The half-semester given to general biology is followed by a semester and a half devoted to botany, zoology or **physiology**. This study begins with laboratory work in the germination of seeds and growth of seedlings. After a comparative study of the work performed by each student, a microscopic study of roots, stems, and leaves of plants and the relation of roots to soils, and of leaves to light, and their relations to each other, is made by the individual members of the class. Throughout the course emphasis is thrown on laboratory and field work.

Physiology.—The foundation of this is laid in the half-semester devoted to the study of biology. As a special preparation, however, for the study of human physiology, one or more small animals are dissected. From this study of gross anatomy, a general knowledge of the skeleton, muscle, circulation, respiration, and the anatomy of digestion is obtained. The course then takes up a detailed and concrete study of the human skeleton, of the mammalian heart and lungs, and of the muscular, digestive, circulatory, nervous, and excretory systems. **Physiology** is a prerequisite of **psychology**.

Zoology.—This course consists of a study of the types of each of the several groups of invertebrates. The work consists chiefly of the dissection and study of type forms. Special attention is given to the general morphology and function of the various organs. Students mount slides and do such histological work as an introductory training in careful investigation.

Physics.—This course covers one year and is planned to include all the requirements for the most exacting courses in colleges, universities, and technical schools. Apparatus is provided to study physics



from the beginning by the experimental method. Laboratory work is supplemented by discussion and criticism in daily recitations.

Chemistry.—This course is introduced by practice in the simple laboratory operations, such as solution, precipitation, filtering, and washing. This work is followed by a series of experiments intended to give an insight into the nature of chemical action, and the operation of chemical forces. Throughout the course the phenomena observed are recorded and made the subject of recitation and discussion in the class-room. It is the aim of the course to lead the student, by carefully graded steps, to familiarity with chemical phenomena and an understanding of chemical laws.

Geology, Physical Geography and Astronomy.—Geology and Astronomy will alternate with Physical Geography, thus giving students an opportunity to devote a semester to each of these branches. The aim in Geology is to give an historic view of the earth as a foundation of Physical Geography. In the latter it is the aim to systematize the knowledge the student has gathered during his course in the grades, and to extend that knowledge to a reasonably complete notion of physico-geographic laws by which he is surrounded. Among the subjects considered are: The earth as a planet, the atmosphere, distribution of temperature, the ocean, waves, tides, structure of the earth and condition of the earth's surface. The aim of the work in astronomy is to give the student something of a notion of the laws that govern our universe, and the relations which the earth sustains to other parts of the universe.

Manual Training.—Not more than two credits out of the thirty-two necessary for graduation can be offered in Manual Training. The course is designed to train the hand to execute with readiness and accuracy the mandates of the will, to enable the student to learn the proper use of tools, to teach him how to keep tools in proper order, and to prepare teachers to construct such simple pieces of apparatus as they may need in their work. The course brings into use most of the wood-cutting tools. At every step the student is trained to habits of accuracy, but finish of work is secondary to the general purpose of manual training.

Vocal Music.—This course is designed for general culture purposes, and is offered as an elective in the Senior year. A student may not offer more than two of the thirty-two credits for graduation, for work done in this branch.

PROGRAM FOR FIRST SEMESTER, 1905-6.

	1	2	3	4	5	6	7	8	9
8:30 to 9:10			Junior Arithmetic			Composition and Rhetoric		Meth. in Read. M. in El. Arith	Drawing
9:10 to 9:50	Plane Geometry	Cicero	U. S. History or Eng Hist.	Elementary Physics		Advanced Eng Grammar		Advanced Observation	
9:50 to 10:25		Word Study IV	Word Study II	Word Study I	Word Study III			Advanced Observation	
10:25 to 10:40		Tues. and Fri.	Tues. and Fri.	Tues. and Fri.	Tues. and Fri.				
RECESS									
10:40 to 11:20	Geology or Phys. Geog.	Virgil	Psychology	Junior Geography				Three-Year Obs and Teach	
11:20 to 12:00	Elementary Algebra	Spanish III			Music	Junior Lit. and Read	Meth. N. Study Meth. in Geog.		
1:30 to 2:10	Advanced Algebra	Latin Lessons	N. Arithmetic			Junior Gram and Comp.	Meth. W. and Spelling Meth. in Hist.		
2:10 to 2:50		Ancient History	Pedagogy		Voice Culture.	English Literature		Advanced Observation	
2:50 to 3:30	Physics or Chemistry	Cesar		General Biology		Public Speaking		Three-Year Obs and Teach	
3:30 to 4:10	Laboratory		N. Geography	Manual Training	Physical Culture				Kinder- garten Theory

NOTE—Assembly Exercises on Monday and Thursday from 9:50 to 10:25, and chorus at the same time on Wednesday.

PROGRAM FOR SECOND SEMESTER, 1905-6.

	1	2	3	4	5	6	7	8	9
8:30 to 9:10									
9:10 to 9:50	Plane Geometry	Cicero.	Junior Arithmetic.						
9:50 to 10:25			Civics.	Elementary Physics		Composition and Rhetoric.		M. in L. and S. $\frac{1}{2}$ M. in Gr. $\frac{1}{2}$	Drawing and Drawing Method
10:25 to 10:40		Word Study IV	Word Study II	Word Study I	Word Study III	Advanced Eng Grammar			
10:40 to 11:20	Geology or Phys. Geog	Virgil	Psychology	Junior Geography				Three-Year Obs and Teach	
11:20 to 12:00	Elementary Algebra	Spanish III			Music	Junior Lit. and Read.			
1:30 to 2:10	Solid Geometry	Latin Lessons.	N. Arithmetic			Junior Gram and Comp.			
2:10 to 2:50		Anc. Hist. $\frac{1}{2}$ Med. Hist. $\frac{1}{2}$	Gen. Meth or Ethics	Physiology	Voice Culture	Eng. Lit. $\frac{1}{2}$ Shakespeare $\frac{1}{2}$			
2:50 to 3:30	Physics or Chemistry	Caesar		Botany or Zoology		Public Speaking		Three-Year Obs. and Teach	
3:30 to 4:10	Laboratory		N. Grammar	Manual Training	Physical Culture				

RECESS.

NOTE--Assembly Exercises on Monday and Thursday from 9:50 to 10:25, and chorus at the same time on Wednesday.

SUMMER SESSION.

Purpose and Scope.—The course offered during the Summer Session is designed to meet the needs of two classes of persons, namely, teachers and those expecting to teach, and students who wish instruction in such academic branches as are offered in connection with the teachers' course. The aim is to offer all branches required for any grade of county certificate in New Mexico, with special emphasis on branches required exclusively for a first grade certificate, and on method of instruction in all branches, especially with reference to elementary reading, writing, language, arithmetic and geography .

Time.—The Summer Session is held for a period of eight weeks following the close of the Regular Session in June, with a vacation of two weeks between. The session for the current year began June 19, and will continue to August 11. The session of 1906 will probably begin June 18 and continue the usual eight weeks. A Bulletin giving full particulars will be issued April 1.

Faculty for 1905.

EDMUND J. VERT, Ph. D., Pd. D., President,
Advanced Pedagogy.

ELIZABETH McCRIKETT,
Observation Work, Primary Methods and Elementary Pedagogy.

JENNIE M. HOUSLEY,
Grammar, Geography and Physiology.

ELEANOR A. THOMAS, Pd. B.,
Arithmetic, U. S. History and Civics.

HELEN G. CARRICK,
Reading, Orthography and Grammar.

Program of Studies.

Algebra.—The usual subjects to elimination. Two recitations a day.

Physics.—Properties of matter; mechanics of solids and fluids; text-book and laboratory work. Two recitations a day.

Botany.—A good introduction to the subject. Text book and laboratory work. Two recitations a day for the first four weeks.

Zoology.—A general introduction to elementary Zoology. Two recitations a day the last four weeks.

Civil Government.—The Legislative, Executive and Judicial departments of our National Government; state, county and city government; and the Civil Government of New Mexico. One recitation a day.

Advanced Pedagogy.—The general problems of teaching; an introduction to Elementary Psychology and Logic; and the principles of teaching. This course will be carried on by a combination of the lecture and text-book methods. Two recitations a day.

Arithmetic.—The divisions given below have been made to the end that thorough work may be done. Eight weeks will be given to each section, and each section will recite five times a week.

I. The Fundamental Operations, United States Money, Bills and Accounts, Properties of Numbers and Least Common Multiple.

II. Common and Decimal Fractions, Compound Denominate Numbers and Measurements.

III. Percentage and its Applications.

IV. General Review of the whole subject, including Ratio and Proportion, Involution and Evolution, Mensuration, and the Metric System.

Grammar.—

I. A general introduction to Elementary grammar and compositions.

II. The parts of speech, with special emphasis on the verb.

III. Elements of the sentence and sentence analysis.

IV. A general review of the subject.

Geography.—

I. Elementary Geography and Method; the United States with a special study of Mexico.

II. Mathematical Geography, and a review of political and descriptive Geography.

Orthography:—

I. Elementary Orthography. (Word Study.)

II. Advanced Orthography. (Word Study.)

Reading:—A pressing demand exists for much better preparation in this subject. Most teachers are expected to teach it, but no one can teach it successfully who has not himself mastered it.

I. Elementary Reading and Method.

II. Intermediate Reading and Method.

United States History:—

I. The Revolutionary Period, and the Period of National Development.

II. A general review of the whole subject.

Physiology:—

I. A topical and laboratory study of the osseous, muscular, digestive and circulatory systems.

II. A thorough review of the whole subject. Colton's Text-Book in Physiology will be used.

Elementary Pedagogy.—The elementary problems connected with teaching; the lesson; the recitation; school organization; school discipline.

Observation Class—This class will be under the instruction of one of the critic teachers of the Normal University. During the first month the work of a regular first grade class will be observed; during the second month, the work of a second grade class. All students enrolled in the summer session will have an opportunity to observe this work.

Primary Methods—The aim in this course is to enable student-teachers to become familiar with the principles of primary instruction. The work done by the pupils in the Observation Class will be carefully reviewed daily, and the principles underlying the same will be discussed. This line of work will be supplemented by the study of the principles of primary instruction; and primary method in Reading, Language, Arithmetic, Nature Study, Spelling and Writing. In reading the text books used by pupils will be placed in the hands of the student-teachers, and the actual subject-matter will be discussed. Two classes will be formed.

I. Primary Methods especially adapted to the needs of ungraded schools.

II. Primary Methods adapted to graded schools.

Note:—A course fully as extensive as this will be offered in 1906. Portions of branches not covered in the course given above will be offered at the next session.

Time Schedule.

Forenoon	Afternoon
8:30 to 9:10.— Algebra. Physiology I. Arithmetic III. Reading II. Elementary Pedagogy.	1:30 to 2:10.— Advanced Pedagogy. Physiology II. Civil Government. Orthography II. Arithmetic I.
9:10 to 9:50.— Physics . Orthography I. Arithmetic II. Grammar III.	2:10 to 2:50.— Algebra. Geography I. History I. Geography II.
9:50 to 10:50.— Observation.	2:50 to 3:30.— Advanced Pedagogy. Botany and Zoology.
10:50 to 11:00.— Recess.	Reading I. History II.
11:00 to 11:30.— Primary Methods I.	Grammar IV.
11:30 to 12:10.— Botany or Zoology. Grammar I. Arithmetic IV. Grammar II.	3:30 to 4:10.— Physics. Primary Methods II.

Features of Study and Schedule—Special advantages are offered by having double daily recitations in branches required exclusively for a first grade teacher's certificate—Use of laboratories and library for these branches—Credit given in branches of the Regular Session for work done in the Summer Session—Opportunity for all to take Observation work and Primary Methods—Opportunity to complete in the Home Study Department work begun in the Summer Session.

COMMERCIAL DEPARTMENT.

This department offers courses in Stenography, Typewriting, Bookkeeping, Business Correspondence, and Business Arithmetic either separately or in connection with one of the other courses.

Stenography, Typewriting and Book-keeping will be offered during the months of November, December, January and February, only. Students contemplating a business course should enter in September, and prepare for the business branches in order that they may give all their time to the same during the months named.

The Commercial Department has been established as the result of a demand by a large number of young men and young women for commercial branches. The same standards will be maintained in this department as obtain in the other departments of the Normal University.

DEPARTMENT OF MUSIC.

The aim of all instruction in this department is to realize as fully as may be the full disciplinary and cultural value of musical study and execution.

Vocal Music.—The foundation of this course is laid by a year's work in the Theory of Music, recitations occurring daily. This is followed by History of Music, Ear Training, Interpretation, Voice Culture and Chorus.

Instrumental.—The course in this department will consist of instruction in Piano, Violin, and other stringed instruments, Accompanying, Ensemble Playing, and Elementary Harmony.

Students will appear in public in solo, chorus and orchestra work.

Junior Department.

B. Junior.—In this department is offered a full and systematic course of instruction in the first seven grades of public school work. It is in no way connected with the Training School, and is designed to meet the needs of the large number of youths who do not find satisfactory educational advantages in their local schools. The course comprises all branches taught in the best city schools, including Nature-Study, Constructive work, Drawing and Music, and prepares pupils for the A Junior Department. The work of this department is so planned as to be adapted to meet the needs of pupils of all ages and of all stages of educational progress through the seventh grade.

A. Junior.—The work of this department is designed to meet the needs of those who have completed the first seven grades of the elementary school, and also of those who need a review of the common branches as a preparation for an Academic Course. Insufficient preparation in the common branches is the cause of much of the unsatisfactory work in the higher grades. The course in this department is administered on the assumption that nothing can take the place of thorough and systematic work in the elementary school. In consequence of this belief great importance is placed upon the work in this department.

Conditions of Entering.—Pupils will be admitted to this department on giving satisfactory evidence that they have completed the course in the first seven grades of a standard elementary school. Fitness is usually determined by oral and written tests.

Outline of Course.

First Semester	Second Semester
Arithmetic	Literature and Reading
Grammar and Composition	Elementary Physics
Geography	Arithmetic
Elementary Physics.	Geography
Literature and Reading	Grammar and Composition

Word-study occupies a thirty-minute period two days a week throughout the year, all other periods being forty minutes in length. Manual Training is optional, and may be taken as a substitute for Geography by pupils who have finished that branch in the seventh grade. Both Geography and Manual Training may be taken by pupils who have shown unusual strength in their previous work, but in case of the absence of evidence of strength, Manual Training may not be taken until the first year of the Academic Course. All other branches in the schedule given above are required and may not be omitted unless the pupil has passed a satisfactory examination in the same.

GENERAL INFORMATION.

Library.

The Normal University has a library of 2,000 volumes especially adapted to the needs of an institution of this kind. Among these are several sets of Encyclopedia and reference works in history and science.

Lecture Course.

The lecture course of the past year included the following numbers:

Mrs. Jessie Eldridge Southwick, Thursday, February 2.—“Hamlet.”

Mr. Clifford Walker, Friday, February 10.— A Popular Entertainment.

Mr. John M. Rich, Thursday, February 23.—“Russian Diplomacy.”

The Harry T. Butterworth Co., Friday, March 10.

Mr. E. E. Wentworth Layton, Monday, April 10.—“The Pueblo Indians of New Mexico.”

Mr. Lee Francis Lybarger, Thursday, April 20.—“How to be Happy, Though Married or Single.”

Mr. Will C. Barnes, Monday, May 22.—“The Snake Dance of the Hopi Indians.”

Periodicals

The following periodicals were taken during the year 1904-5:

Atlantic Monthly.	Popular Educator.
Collier's	Pedagogical Seminary.
Birds and Nature.	Primary Education.
Current Literature.	Record-Herald.
Education.	Review of Reviews.
Educational Review.	Santa Fe New Mexican.
Harper's Weekly.	School Bulletin.
Intelligence.	School Journal.
Journal of Pedagogy.	School and Home.
Journal of Education.	School Review.
Kindergarten Review.	Success.
Literary Digest.	Teacher's College Record.
Las Vegas Daily Optic.	Voz del Pueblo (Las Vegas.)
Musical Leader.	Western School Journal.
Normal Instructor.	World's Events.
Our Times.	World's Work.
Outlook.	Youth's Companion.

Laboratories and Apparatus.

The Normal University has three laboratories, one for Physics, another for Chemistry, and another for the Biological department. Each of these laboratories is fully equipped with apparatus and appliances for the teaching of the respective branches according to the latest methods of secondary and professional instruction.

Chorus Work.

All students of the Normal University have an opportunity to receive instruction in chorus work under the direction of Miss Mareth Furro, Supervisor of Music. The recitation occurs once a week, and is one of the most enjoyable for all music lovers.

Opening Exercises.

These exercises occur daily about the middle of the forenoon session, and all students are expected to attend. The aim is to make the exercises stimulating and uplifting. They usually consist of a short address, reading of Scripture or the reading of choice literature. The coming year our students will have an opportunity to hear read some of the best productions of American, English, Roman and Greek literature. The aim will be to give an appreciative understanding of a few of the great productions. The readings will be accompanied by such an account of the time, the author, and the production as to make it valuable from the viewpoint of both literature and entertainment.

Physical Training.

During the coming year two systematic courses in Physical Culture, one for boys, under the direction of a male instructor, the other for girls under the direction of the regular instructor in Physical Culture will be carried out.

Home-Study Department.

This department is designed to meet the needs of those students who do not find it convenient to take a full course in residence. The work done in this department in respect to thoroughness and completeness is fully equal to the standard of that done in residence. Each branch is divided into two or more units of work, consisting of eight lessons each. A student may not take work in more than two branches at the same time. On completing one or more courses, the student takes his examination under the personal direction of the instructor in charge. Home-Study work is offered in Algebra, Gram-

mar, Arithmetic, Geography, United States History, Civil Government, Physiology and Hygiene, and Pedagogy.

A circular describing the courses and the method of procedure will be sent on application.

Trained Teachers.

Thoroughly trained teachers are in demand in all the best schools of New Mexico. Several cities employ no others. The fact that within the year we have had several applications for such teachers and could not supply them, is evidence that this demand is increasing. There is a special demand for young men as principals, who have had a course of professional instruction. Boards of Education are beginning to refuse to place their schools under principals who cannot direct the work of the teachers in an intelligent way.

Positions for Graduates.

We keep on file full educational data regarding all the towns and cities in the Territory of more than 500 inhabitants, and we aim to keep in close touch with the boards of education, and the needs of these schools in order to supply them with trained teachers. We give graduates the benefit of all information in our possession and of such assistance as we can render consistently..

Government.

We have no formal regulations governing the conduct of students. It is understood that each student will conduct himself in a proper and becoming way at all times. On failure to do so, after due counsel and opportunity to do what he knows to be right, the student is asked to withdraw from the school. Students are expected to be prompt and regular in attendance on all school exercises; to conform to the usages of good society in their relations to the public, to their teacher and to each other; to take proper care of all school property entrusted to their keeping; to refrain from any action that would interfere with the progress of the school or bring discredit on the student-body; and to give their full attention to their work.

Institutes.

The president and members of the faculty will be glad to arrange with County Superintendents who wish to hold one or two one-day institutes during the year. Much good can be accomplished by an occasional one-day institute during the school year when teachers are engaged in the actual work of the school room.

Ladies' Dormitory.

There has been a growing demand for a dormitory where young ladies coming from a distance might make it their home while attending the University. The residence at 1030 Sixth street has been secured by the board of Regents and has been fitted up as a ladies' dormitory. Miss Rebecca Rowland, a lady known for her staunch Christian character, has been employed as matron, and will seek to make life at the dormitory as pleasant as possible.

The aim is to make expenses as low as it is possible consistent with proper health conditions. The boarding department will be run on the co-operative plan, and each student will bear only her proportionate part of the expenses of the table. On application detailed information will be given regarding expenses and the articles that will be necessary for the student to bring in order to equip herself properly.

Boarding and Clubs.

Table board may be had in private families at \$4.00 to \$5.00 a week; rooms cost from \$3.00 to \$8.00 per month. Board and room with good families is offered at as low as \$4.00 per week.

Self boarding and clubs are much more economical methods of living, and wisely managed, may enable the student to live at \$9.00 to \$13.00 a month.

Self Support.

The Normal University gives employment to three young men during the school year, paying each \$15.00 a month and allowing tuition for a year. The positions are very desirable ones and are open to young men 18 years of age, or older, who give assurance that they may be relied upon to do their work faithfully and well for a period of nine and a half months. Other opportunities are offered by the University for students to earn their tuition and part of their expenses.

Outside of the University there are opportunities for the right kind of young men to earn their way through a full course. Students who wish to defray the whole or any part of their living expenses by work should apply to the President. An effort is made to keep on file the names of the persons who wish to employ student-help.

Tuition.

Academic, First Two Years of Advanced Normal, First Two Years of Three-Year Normal and A Junior Courses, \$7.50 a semester.

B Junior and Kindergarten Courses, \$4.50 a semester.

Training School, \$2.50 a semester.

Last Two Years of Advanced Normal Course, Free.

Special in Normal or Academic, Regular branches \$3.75 a semester; Physical Culture \$2.00 a semester.

Voice Culture, \$36.00 a semester.

Instrumental Music, \$36.00 a semester.

Note.—Tuition is due on registration day—no open accounts are kept with students. No reduction is made for late registration, and in no case is tuition received for less than a full semester.

Incidental Fees.

Chemistry, For material used, \$1.00 a semester.

Physics, For material used, 50c a semester.

Deposit, In Chemistry and Physics, \$2.00.

Library Fee, Academic, Normal and A Junior and special courses, 50c a semester.

Manual Training, \$1.00 a semester.

Industrial Work and Drawing, \$1.00 a semester.

Note.—Incidental fees are due on registration day.

Text-Books.

All text-books used in the Normal University are owned by the school, and are rented to students at such a rate as to replace them when no longer fit for use.

Training School and B Junior Departments.—In these departments books are rented by sets and for the school year, that is, the rental fee paid by the pupil on entering covers the use of all books he will use during the year. The rental fee in these departments is as follows:

1st Grade	\$.35
2d Grade	.50
3d Grade	.60
4th Grade	.80
5th Grade	1.00
6th Grade	1.25
7th Grade	1.25

In grades from the first to fourth inclusive, deposit, 50 cents; from fifth to seventh inclusive, \$1.00. The deposit, less damage for more than ordinary wear, will be refunded when the books are returned.

Academic, A Junior, Three-Year Normal and Advanced Normal Courses.—In these courses book rent is paid by branches pursued, the amount varying with the number and cost of the books. The total amount, however, is merely nominal compared with the

cost. In these courses the deposit for the prompt return of the books in proper condition is as follows: One or two branches, \$1.00; for three or more branches, \$2.00. The deposit, less damage for more than ordinary wear, will be refunded when the books are returned.

Suggestions to Intending Students.

1. Sound health and good physical conditions are essential to successful work in school. If you are tired and worn out by over-work, do not expect to carry a full program and maintain creditable standing.

2. Remember that success is gained only by persistent conscientious effort. Come with the full determination that you will attend strictly to business, and that you will succeed in everything you undertake.

3. Do not seek to pass out of branches that have not been thoroughly mastered. It is mastering studies that educates.

4. If you would attain a high degree of scholarship, have more care about the quality of your work than about the time it may take you to complete it.

5. Do not plan to take more studies than you can do well. The number given in each year of the schedule of courses is the standard, and it is only in the case of students of exceptional ability that more can be taken successfully.

6. Make arrangements to be here promptly at the opening of school so as to begin work with the classes.

7. After you have decided to enter the school, write to the President regarding board, room, etc. Before you do this, however, read this catalogue carefully.

8. On arriving at Las Vegas, leave your heavy baggage at the station, if you have not already made definite arrangements for a room.

Information.

The President will be glad at all times to give intending students any information in any way connected with their interests in case they should attend the University.

ENROLLMENT FOR YEAR ENDING JUNE 9, 1905.

NAMES	POSTOFFICE
Aragon, Louise,	Trinidad,
Adams, Minnie,	Springer,
Aguilar, Fustine,	Anton, Chico,
Armijo, Louis E.,	Town of Las Vegas,
Barela, Louis,	Town of Las Vegas,
Barela, Visentia,	Anton Chico,
Barker, Eliot,	Beulah,
Bell, Irma,	Las Vegas,
Benedict, Almon	Las Vegas,
Benedict, Myron,	Las Vegas,
Bernard, Ella,	Town of Las Vegas,
Bernard, Maggie,	Town of Las Vegas,
Bliss, Archie,	Santa Rita,
Boucher, Cecil,	Las Vegas,
Bowman, Joe S.,	Ocate,
Browne, Artless,	Las Vegas,
Browne, Mildred,	Las Vegas,
Browne, Sadie,	Springer,
Callahan, Clara,	Louisville,
Card, William,	Silver City,
Carvajal, Juanita,	Puerto de Luna,
Casias, Otila,	Mora,
Cavanaugh, Margaret,	Las Vegas,
Chafin, Irene,	Emporia,
Chacon, Fulgencio,	Cleveland,
Chaves, Dionicio,	Puerto de Luna,
Chaves, J. M.,	Barney,
Cramer, Ethelyn,	Las Vegas,
Comstock, Arthur,	Las Vegas,
Comstock, Edward,	Las Vegas,
Conant, John,	Conant,
Cooper, Doppie,	Tularosa,
Connelly, Rose,	Deming,
Davis, Mary,	Springer,
Daley, Samuel,	Cimarron,
Detrick, Judd,	Santa Fe,
Doran, Hallie,	Las Vegas,
Douglass, Marie,	Las Vegas,
Easley, Harry,	Las Vegas,
Esquibel, Senobio,	Wagon Mound,
Esquibel, Thomas,	Mineral Hill,

Estanislado, Silva,
 Flint, Margaret,
 Foster, Tom,
 Fox, Lizzie,
 Fugate, Will,
 Gallegos, Francisco,
 Gehring, Herbert,
 Gehring, Vera,
 Gerhardt, Lillie,
 Geyer, Goldie,
 Gilson, Annie,
 Gomez, Elfido,
 Guana, Elicio,
 Hallock, Laura,
 Harrison, Mamie,
 Hart, Donald,
 Herrera, Rosenda,
 Torres, Hevila,
 Hedgcock, Charles,
 Hernandez, Pablo,
 Hoskins, Florence,
 Hoskins, Tilden,
 Jackson, Roy,
 James, Jennie,
 Jimenez, M. F.,
 Jones, Minnie,
 Kahn, Celia,
 Larson, Edith,
 Linam, Estelle,
 Lehman, Meta,
 Lucero, Juan,
 Madrid, Daniel,
 Madrid, Roman,
 Maes, Filomena,
 Maes, Prudencia,
 Mair, Addie,
 Mair, Florence,
 Maloof, Najeeb,
 Mallery, Margaret,
 Martinez, Lupe,
 Martinez, Q. A.,
 Martin, Corinne,
 Marcotte, Marie,
 Mills, Wilson, W.,

Anton Chico,
 Las Vegas,
 Las Vegas,
 Madrid,
 Las Vegas,
 Sibley,
 Las Vegas,
 Las Vegas,
 Ft. Sumner,
 Las Vegas,
 Carlsbad,
 Mineral Hill,
 Puerto de Luna,
 Oshkosh,
 Pecos,
 Columbus,
 Town of Las Vegas,
 Raton,
 Las Vegas,
 Town of Las Vegas,
 Las Vegas,
 Las Vegas,
 Lindsborg,
 Roswell,
 Bell,
 Las Vegas,
 Mora,
 Las Vegas,
 Tularosa,
 Las Vegas,
 Town of Las Vegas,
 Town of Las Vegas,
 Trementina,
 Town of Las Vegas,
 Town of Las Vegas,
 Town of Las Vegas,
 Town of Las Vegas,
 Town of Las Vegas,
 Keokuk,
 Town of Las Vega,
 Wagon Mound,
 Las Vegas,
 Las Vegas,
 Las Vegas,

Moya, Anna ,	Las Vegas,
Moore, Vila,	Glorieta,
McGinn, Joseph,	Gibson,
McKenzie, James,	Manhattan,
McKenzie, Rebecca,	Las Vegas,
McDonald, Clarice,	Springer,
McDonald, Georgia,	Springer,
Muller, Marie, ,	Santa Fe,
Naegelin, Emil,	Wagon Mound,
Naegelin, Nellie,	Las Vegas,
Newman, Luis,	Las Vegas,
Norton, Earl A.,	Las Vegas,
Ortega, Ambrosia,	Montoya,
Pettine, Josephine,	Las Vegas,
Robertson, Henry,	Las Vegas,
Romero, Chonita,	Town of Las Vegas,
Romero, Lita,	Mora,
Romero, Lola,	Town of Las Vegas,
Rosenthal, Louis,	Las Vegas,
Roth, Fred,	Las Vegas,
Roybal, Tranquilino,	Wagon Mound,
Rudolph, Milnor,	Tucumari,
Sandoval, Benedicto,	Chacon,
Sandoval, Camilia,	Bneyros,
Shearer, Vivian,	Las Vegas,
Springer, Henry,	Las Vegas,
Springer, Wallace,	Las Vegas,
Smith, Alice,	Las Vegas,
Smith, Homer,	Santa Rosa,
Smith, Robert,	Las Vegas,
Strippling, J. T.,	Roswell,
Schlott, Ruby,	Las Vegas,
Sporleder, Louise,	Las Vegas,
Trahey, Vivian,	Las Vegas,
Tipton, William,	Las Vegas,
Tiberghein, Leo,	Las Vegas,
Trujillo, Lucinda,	Town of Las Vegas,
Twitchell, Waldo,	Las Vegas,
Valdez, Blas,	Wagon Mound.
Viles, Emma,	Glorieta,
Walters, Bessie,	Lower Penasco,
Watrous, Louise,	Las Vegas,
West, Everett,	Las Vegas,
White, Corinne,	Silver City,
Whitmore, Irene,	Las Vegas,
Worthy, Bliss,	Madison,

NEW MEXICO NORMAL UNIVERSITY

Our Three-Year Normal Course

comprises all branches required for a first grade certificate, besides Psychology, Methods, and practice in the Training School.

Our Academic Course

prepares for the best Colleges and Universities and for general business.

Our Advanced Normal Course

leads to a diploma which entitles the holder to a Territorial certificate which may be renewed for an indefinite period without examination.

Our Shorter Courses

are adapted to the needs of those who wish to attend the Normal part of the school year and to teach the rest of the year.

Our Department of Music

comprises in vocal music: the theory of music, sight reading, history of music, ear-training, interpretation, voice culture and chorus; in instrumental music: piano, violin and other stringed instruments, ensemble playing and elementary harmony.

Our Business Department

includes Stenography, Typewriting, Bookkeeping, Business Correspondence and Business Arithmetic.

Our Junior Department

has courses designed to meet the needs of boys and girls, young men and young women whose local schools do not offer them satisfactory educational advantages.

Our Summer Session

draws students from practically all counties in the Territory, and offers the best of advantages to persons wishing either a review or a thorough and systematic study of any branch required for any grade of teacher's certificate in New Mexico. It also enables students to shorten their courses.

Our Home Study Department

enables persons who have once registered with us to shorten the work in residence by taking some studies while teaching.

EDMUND J. VERT,
President.



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